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ABSTRACT

This booklet consists of guidelines for teaching language usage and skills, oral and written composition, and listening in the fourth, fifth, and sixth grades. A statement of approach introduces the three main sections of the guide. In the first section, programs are detailed in charts under the following four categories for each of the three grades: language usage and skills, writing, speaking, and listening. The second section, on aids to teaching, lists suggested activities for all three grades on the following topics: using literature to foster speaking, listening, reading, and writing; social courtesies; oral communication; creative writing; and language notebooks. The final section provides guidelines for teacher self-evaluation in teaching the language arts skills. A brief list of useful reference texts is included. (JM)

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LANGUAGE

SPEAKING, WRITING, LISTENING

A SUGGESTED GUIDELINE

FOR THE JUNIOR DIVISION

BOARD OF EDUCATION FOR THE

CITY OF LONDON

JUNE 1974

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CS 202 246

FOREWORD

This booklet has been written as a guideline for London teachers of Junior Division classes in the areas of English - Writing, Speaking, Listening. Is is a local adaptation of P_1J_1 guidelines Ministry of Education.

No attempt has been made to provide a comprehensive list of techniques to be used. Many sources are available for this. One particularly useful source book would be "Creative Communication - Teaching the Language Arts", Logan, Logan, Patterson, McGraw Hill, 1972. Principals would be well advised to purchase a copy of this text for use by Junior Division teachers in connection with this guideline.

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STATEMENT OF APPROACH

JUNIOR DIVISION LANGUAGE PROGRAMS

This booklet is an attempt to complete a London adaptation of Ministry of Education guidelines for Junior Division Language programs. Previous publications have defined program and practices in specific areas of English. They include

Language - Junior Division Reading - 1973
Language - Spelling - Junior Division - 1970
Language - Printing and Handwriting Grades one to eight - 1972

To complete the program this booklet will focus mainly on the areas of language usage and skills, composition - oral and written, and listening. Teachers will continue to use the three booklets mentioned above as useful guides in reading, spelling and handwriting.

Guiding Principles in Junior Division English

1. A good language program must be planned to develop the total areas of communication in which the skills of listening, speaking, reading, and writing are integrated.

2. Such a program must be based on the needs, abilities, and interests of the individual child.

3. The basic aim is to help each child develop his own potentiality so that he may listen thoughtfully, speak effectively, read critically, and write creatively.

4. Learning experiences in language will be most highly motivated if they are developed in connection with purposeful activities closely related to practical problems of daily life.

5. Because of the close relationship existing among various language activities, the total program in the Junior Division is probably best integrated under the direction of one teacher.

Statements Related to the Four Areas of Language

Listening

1. Teachers should recognize that training in listening is vital. It may be exacting and difficult because children are conditioned by their experiences to disregard much of what they hear.

2. Listening situations may arise at any time. Opportunities should be seized at such times for reinforcement of listening training.

3. Children need direction and training in the development of techniques for listening to and the viewing of such valuable teaching aids as radio, recordings, movies, filmstrips, and television.

Reading

See Statement of Approach Reading Junior Division 1973.

Speaking

1. Acceptable patterns of speech are learned most effectively through use. This committee feels, though, that there is still a place for the explanation and practice of acceptable patterns. The teacher is challenged to do this in a meaningful way.

2. Instruction in acceptable patterns of speech may grow most effectively from analysis of individual children's errors. Such instruction should be specific. It should be recognized that content and purpose take precedence over form, but all three are important.

3. A good speaking atmosphere in a classroom includes a sincere respect for each child and his ideas. Respect can be enhanced by simple rules and structures for speaking to one another, which recognize the social courtesies.

Writing

1. A good writing program will be based on rich and stimulating experiences. It includes instruction in the mechanics of writing and the development of skills in the evaluation process.

2. A progression toward greater enthusiasm and fluency can go hand in hand with proper teaching of form and style. An alert teacher will judge best when her objectives need to be changed in relation to enthusiasm, fluency, form and style.

3. At some point in time, a child's finished product should reflect good habits of handwriting, spelling and structure. Premature or excessive emphasis on these matters may be damaging. Children with ideas will welcome suggestions and training in expressing those ideas clearly and accurately.

A Word About Linguistics and Grammar

Children should learn how their language works and how it is

used. Grammar is a means toward that end and is best taught in a functional situation.

In the junior division, children become grammatically aware. This can be done without destroying the excitement of discovering the structure of language.

STATEMENT OF PROGRAM — LANGUAGE USAGE & SKILLS

YEAR FOUR

General Topic	Phase 13	Phase 14	Phase 15	Phase 16
Sentence Study	Exercises to develop "sentence sense" Finding the ends of sentences in undivided paragraphs Adding words to make the beginnings or endings of sentences into complete thoughts Matching beginnings of sentences (given) with endings of sentences (given) to make complete sentences Recognition and use of various kinds of sentences telling or statement asking or question command exclamation		Building & Combining Sentences	Use of joining words Use of substitutes for "and" Use of "who" and "which" as joining words
Paragraph Study	Study of good paragraphs from many sources Paragraphs tell about one thing Sentences are written in the order in which events happen First word of paragraph is indented Good opening sentence - introduces the topic of the paragraph, interests the reader Good closing sentence - leaves the reader satisfied that the paragraph is well-finished Detection of an irrelevant sentence in a paragraph Building co-operative blackboard paragraphs Arranging four or five given sentences in paragraph form Noticing the reason for a new paragraph in a story such as an important change in time or place or circumstances			

LANGUAGE USAGE & SKILLS

YEAR FOUR

General Topic	Phase 13	Phase 14	Phase 15	Phase 16
Writing Descriptive Paragraphs			Making effective use of comparisons - e.g., Clouds as white as milk are drifting across the sky. Making the reader see, feel, taste, smell or hear what is being described	
Use of Capital Letters	Names of people, pets, important words the word I Names of months, days, holidays Names of countries, provinces, states, Names of particular streets, roads, avenues, buildings, e.g. Elmwood Avenue, Talbot Road, City Hall First words of sentences First words of the speaker in a quotation First word in the salutation or complimentary closing of a letter First word and all important words in the titles of books, stories, songs, & poems For words referring to God and Jesus and terms relating to other religions		in titles, initials of people, cities, towns, mountains, rivers	
Word Study	Noun - a word that names a person, place, or thing Singular nouns - name one person, place, or thing Plural nouns - refer to more than one person, place, or thing Nouns which name particular persons or places start with a capital Correct term, proper noun, may be introduced Nouns - showing possession Most singular nouns add an apostrophe and "s" Plural nouns not ending in "s" add an apostrophe and "s" Plural nouns ending in "s" add an apostrophe		Pronouns - words that take the place of nouns - learning when I, we, he, she, they, me, us, him, her, them are correct - using pronouns to avoid repetition of nouns	
		Verbs Recognizing verbs as action or "being" words or phrases Using colourful verbs Recognizing verbs that stand alone & verbs that require a helper		

LANGUAGE USAGE & SKILLS
YEAR FOUR

General Topic	Phase 13	Phase 14	Phase 15	Phase 16
Word Study (Continued)			Adjectives - words used to describe nouns or pronouns - special adjectives called articles - a, an, the	Adverbs Recognition that adverbs modify a verb and describe its action
Punctuation	Use of Period - after statement & command sentences - after an initial or an abbreviation in most instances Use of Question Mark - after a question sentence Use of Exclamation Mark - after an exclamation sentence - after a strong interjection		Use of the Comma - to separate words in a series - to set off the name of a person, e.g. - John, come here. - to set off "yes" or "no" at the beginning of a sentence - to separate explaining words from quotations - after the greeting and closing of a friendly letter - to separate the names of city, town and village from the province	

LANGUAGE USAGE & SKILLS
YEAR FOUR

General Topic	Phase 13	Phase 14	Phase 15	Phase 16
Punctuation **(Continued)**		Use of Apostrophe - to show ownership or possession except with word "it" and other possessive pronouns - to show where letters are left out in contractions Use of Quotation Marks - to enclose the exact words someone has said - to enclose words that are titles of books, poems, stories		Use of Colon - when writing time, e.g., 12:45 - after a speaker's name when writing conversation in a play - after heading in such writing as a book report, e.g., Title: Wind in the Willows Use of Hyphen - to join two words used as one - to divide a syllable of several letters from the rest of the word at the end of the line, e.g.,return-ing
Word Usage	Common Homonyms their, there, they're to, too, two your, you're its, it's and others	Use of teach, learn, can, may, and others found in written work	Using the same word as different parts of speech, e.g., as a noun, as a verb the words, iron, cross Using effective verbs Using effective adjectives	Correct use or these, those, them Avoiding use of them as an adjective
Word Building	Adding prefixes, suffixes - (see Spelling Program)			
All Topics	Usage & Skills must	be related.		

WRITING

YEAR FOUR

General Topic	Phase 13	Phase 14	Phase 15	Phase 16
Sentence Study	Recognizing that a sentence is a group of words expressing a complete thought Writing of clear, accurate, complete sentences Achieving variety in types of verbs used in sentences Developing longer, more interesting sentences from simple sentences Correcting a tendency to "run on" sentences Recognizing different types of sentences in order to achieve variety Finding the ends of sentences in undivided paragraphs			
Paragraph Study	Recognizing that a paragraph is a group of sentences about one thing only Developing good opening sentences Using developing sentences that are sequential, unified, and interesting Developing good closing sentences that relate to the opening sentence of the paragraph Developing interesting titles Studying models of good paragraphs Learning to write neatly and legibly for sharing with others On many occasions following the five steps (a) listen, think, imagine (b) rough draft alternate lines (c) editing and proofreading (d) recopying for sharing (e) at times recopying for wider sharing			
Letter-Writing	Using real occasions that require a letter Addressing an envelope Being familiar with letter writing conventions, particularly in friendly letters			
Poetry	Writing simple rhyming poems and other forms of verse Recognizing simple poetry forms			
Other	Learning to write creatively without structures or conventions from a variety of stimuli Keeping a language notebook of revised efforts, aids to writing, new words learned, common spelling errors, models Contributing to class booklets of creative writing Contributing to class or school newspapers			

SPEAKING

YEAR FOUR

General Topic	Phase 13	Phase 14	Phase 15	Phase 16
Oral Communication	Developing climate for informal conversation Conversation in arranging activities and projects Attention to the quality of conversation and thought Practice in telephone conversation Practice in introductions and greetings Answering the door Greeting a visitor Practice in informal and more formal dramatizations Sharing stories, poetry, choral speaking, role playing, puppetry Interpreting pictures, stories, music, art Developing effective voice production Developing suitable language patterns through - enriched vocabulary, beauty, variety, effectiveness of language - attention to acceptable form - giving instructions to a group Practice in different forms of discussion - general - round table Making oral reports Evaluating oral reports Verse speaking - memorizing and speaking suitable passages			
Social Courtesies	Developing ease and graciousness in social situations Recognizing appropriate times for conversation and appropriate times for silence Practising conventions of introduction, greeting, apology, appreciation Developing social courtesies in telephoning Recognizing that the voice must be heard by the listener Learning to listen in conversation			

LISTENING

YEAR FOUR

General Topic	Phase 13	Phase 14	Phase 15	Phase 16
Attentive Listening		Listening attentively in audience situations, conversation, discussion, programs, poetry, E.T.V.		
Informational Listening		Listening to gain information and follow directions		
Critical Listening		Listening for specific purposes; main idea, details, sequence, comparisons, relationships, implications, conclusions, outcome, evaluation		
Appreciative Listening		Developing awareness, sensitivity, and imagination through conversation, stories, poems, nonverbal sounds Recognizing humour and wit in conversation, stories, poems Deriving satisfaction from conversation, stories, poems		
Other		Thinking ahead of talker, predicting course of thoughts Evaluating verbal evidence Reviewing information Listening for central idea Assimilating a series of directions Recalling facts, ideas, principles accurately Discriminating between fact and fiction Determining fullness of information Developing awareness, sensitivity, imagination Interpreting moods and tones		

LANGUAGE USAGE & SKILLS

YEAR FIVE

General Topic	Phase 17	Phase 18	Phase 19	Phase 20
Sentence Study	Review and continued practice as in phases 13 - 16. (more effective sentence writing expected) Identification of assertive, interrogative, exclamatory, imperative sentences Constructing sentences using joining words, "who" used for persons, "which" or "that" used for things Adding descriptive detail to make sentences more vivid and picturesque Parts of a Sentence: Whole Subject Whole Predicate Finding whole subject and whole predicate Supply whole subjects for whole predicates given Supply whole predicates for whole subjects given Changing order of subject and predicate for variety			Identifying bare subject and bare predicate
Use of Capital Letters	Review and continued practice of skills taught in phases 13 - 16 For adjectives derived from proper nouns, e.g., Canadian, British For names of languages, e.g., English, French Avoiding capitals for use of most school subjects except in headings			
Word Study	Review of skills and concepts taught in phases 13 - 16 Continued practice in classifying words according to meaning Meaning of singular & plural in nouns Recognizing nouns which name qualities, emotions, etc., e.g., honesty, anger, happiness	Differentiating between proper & common nouns Making nouns possessive	Meaning of singular & plural in pronouns Correct use of pronouns, I, we, he, she, they, or me, us, him, her, them Using the correct pronoun form after prepositions	Identification of common prepositions against, among, at, behind, beside, by, for, from, into, to, with, etc.

YEAR FIVE

General Topic	Phase 17	Phase 18	Phase 19	Phase 20
Word Study (Continued)	Verbs Noting that verbs may be single words or phrases Recognition that many adjectives become adverbs by adding "ly"	Verbs Noting that verbs can have present, past, future forms Noting that verbs indicating past happenings have a form that takes a helper as well as a simple past form, e.g., I have helped Noting three principal parts of common verbs - Present, Past Standing Alone, Past With Helper, e.g., begin, below, break, bring, burst, choose, dive do, drink, drive, eat, freeze, go, grow, know, raise, ride, rise, ring, run, see, speak, steal, swim, take, tear, throw, write	Differentiating between action and "being" verbs Correct usage of difficult adjectives and adverbs - good - well	Correct use of verbs according to meaning learned - taught lie - lay - lain lay - laid - laid rise - rose - risen raise - raised - raised sit - sat - sat set - set - set can - may, etc.

LANGUAGE USAGE & SKILLS

YEAR FIVE

General Topic	Phase 17	Phase 18	Phase 19	Phase 20
Paragraph Study		Review and continued practice as in phases 13 - 16 (More effective paragraph writing expected) Finding the Topic the idea or happening that is described or told about is the topic the opening sentence usually states the topic or main thought Sentence Variety in Paragraphs using different kinds of sentences changing the order of the words in some sentences for better effect varying the length of sentences combining two or more short and choppy sentences breaking very long sentences that contain and, so, etc.		
Punctuation		Review use of "end of sentence" punctuation Review use of commas (see phases 13 - 16) Use of comma to separate words in a series, to set off the name of the person addressed, to set off introductory words, e.g., Yes, I shall go.	Use of apostrophe in contractions and to show ownership	Use of quotation marks in split quotations and around titles of books Review use of hyphen and colon
Word Usage		Additional homonyms and synonyms Continued use of dictionary to learn meanings, pronunciation, proper spelling Using guide words of dictionary for location Constant use of dictionary for reference		

LANGUAGE USAGE & SKILLS

YEAR FIVE

General Topic	Phase 17	Phase 18	Phase 19	Phase 20
Word Usage (Continued)		Using the same word as different parts of speech e.g. sleep as a noun and verb change as a noun and verb Teaching correct use of verbs found to be troublesome in children's writing		

WRITING

YEAR FIVE

General Topic	Phase 17	Phase 18	Phase 19	Phase 20
Sentence Study		Developing sentence sense Writing of clearer, more accurate, complete sentences Combining short sentences Dividing "run on" sentences Learning to write the same thought in different, more interesting ways Arranging sentences for greater emphasis Increasing the variety of sentences used in paragraphs		
Paragraph Study		Continuing emphasis on quality writing in various parts of the paragraph (see Year 4 program) Increasing interest and creativity in paragraphs Increasing output of two or three paragraph stories for more able students Increasing pupil responsibility for proofreading Continuing use of five-step plan for paragraph writing on many occasions Studying good paragraph models Completing paragraphs when one sentence is given Detecting irrelevant sentences Practising time sequence Using direct narration in a correct and interesting way		
Letter-Writing		Using real occasions for letter writing Addressing business and friendly letter envelopes Writing friendly letters Writing simple business letters Writing informal notes Learning by use the arrangement and punctuation of letters		
Poetry		Writing simple rhyming poetry and other forms of verse Recognizing a variety of poetry forms		

WRITING

YEAR FIVE

General Topic	Phase 17	Phase 18	Phase 19	Phase 20
Other		Learning to write with increasing creativity Keeping a language notebook of revised efforts, aids to writing, new words learned, common spelling errors, models, etc. Contributing to joint writing projects, e.g., newspapers Writing simple drama Writing biography, autobiography Keeping a diary Writing outlines, reports, records		

SPEAKING

YEAR FIVE

General Topic	Phase 17	Phase 18	Phase 19	Phase 20
Oral Communication		Developing climate for informal conversation Conversation in arranging activities and projects Practice in telephone conversation Practice in introduction and greetings Practice in answering the door Greeting a visitor Practice in formal and informal dramatization Leading a discussion group Story telling Sharing poetry Choral speaking, role playing, puppetry Interpreting pictures, stories, music, art Projecting the voice Applying language usage instruction in oral situations Practice in round table and panel discussion Planning, preparing, presenting oral reports Evaluating oral reports Memorizing and speaking suitable verses Practice in more formal type of public speaking		
Social Courtesies		Developing ease and graciousness in social situations Recognizing appropriate times and form for conversations and appropriate times for silence Practising conventions of introduction, greeting, apology, appreciation Practising conventions of interviewing Recognizing that the voice must be heard by the listener Learning to listen in conversation Recognizing the effect of non-verbal "feedback" in oral communication		

LISTENING

YEAR FIVE

General Topic	Phase 17	Phase 18	Phase 19	Phase 20
Attentive Listening		Listening attentively in audience situations, conversation, discussion, programs, poetry, E.T.V.		
Informational Listening		Listening to gain information and follow directions		
Critical Listening		Listening for specific purposes; main idea, details, sequence, comparisons, relationships, implications, conclusions, outcome, evaluation		
Appreciative Listening		Developing awareness, sensitivity, and imagination through conversation, stories, poems, nonverbal sounds Recognizing humour and wit in conversation, stories, poems Deriving satisfaction from conversation, stories, poems		
Other		Searching for hidden meanings Making clear, brief notes Listening effectively in group discussions Making comparisons, seeing relationships, evaluating material Validating evidence Testing sources of information Developing awareness, sensitivity, imagination Recognizing humour and wit Deriving satisfaction and enjoyment from conversation, stories, poems Interpreting moods and tones		

LANGUAGE USAGE & SKILLS

YEAR SIX

General Topic	Phase 21	Phase 22	Phase 23	Phase 24
Sentence Study	Review four kinds of sentences - assertive, interrogative, exclamatory, imperative Review subject, predicate Noting that subject may be at the beginning, middle, or end of a sentence	Finding subjects in a question sentence Finding subjects in an imperative sentence	Identifying modifiers of bare subject and modifiers of bare predicate	Identifying two kinds of completions object, subjective completion (optional topic)
	Putting variety into sentences by varying the kind of sentence, inverting the order of sentence parts, varying the beginning of a sentence, varying length, combining short and choppy sentences, breaking up long, "run on" sentences			
Use of Capital Letters	Review rules of Years Four and Five	Noting that capitals are not used for names of seasons, school subjects, names of birds, animals, vegetables, trees, flowers, fruits, sports, games		
Word Study	Nouns - review all concepts of Years Four and Five Pronouns Adjectives Adverbs Preposition Verbs Co-ordinate conjunctions, e.g., and, but, or, both.... and, either....or, neither....nor	Selecting the right pronoun to use in a compound object Recognizing subject and object forms in pronouns	Making comparisons with adjectives, e.g., young, younger, youngest using more or most when necessary	Making comparisons with adverbs, e.g., fast, faster, fastest using more or most when necessary

LANGUAGE USAGE & SKILLS

YEAR SIX

General Topic	Phase 21	Phase 22	Phase 23	Phase 24
Word Study (Continued)		Teaching preposition as a word that begins a phrase Recognizing prepositional phrases Recognizing main verbs & helping verbs	Teaching conjunction as a word used to join or connect words or groups of words Conjunctions that join or connect words or groups of words Conjunctions that join words, phrases, complete thoughts, e.g., and, but, or Conjunctions that express exact meaning when joining related thoughts, e.g. because, when, as, before	Recognizing number and tense in verbs (simple treatment)
Paragraph Study	Review of all material in Years Four and Five Introduction of terms descriptive, expository and narrative when referring to types of paragraphs Distinguishing the parts of paragraphs - opening sentence, developing sentences, closing sentence Recognizing the need for unity in paragraphs			
Punctuation	Review of all materials in Years Four and Five Using a comma after a mild interjection Review uses of the hyphen and the colon			
Word Usage	Review of all materials in Years Four & Five Correction of commonly misused words in children's speaking & writing Continued use of dictionary skills. (See Years Four & Five) Recognizing that pronouns change form when used as subjects or objects			

WRITING

YEAR SIX

General Topic	Phase 21	Phase 22	Phase 23	Phase 24
Sentence Study		Continued development of sentence sense Dividing "run on" sentences Recognizing basic sentence parts Using many means to achieve variety Securing emphasis through arrangement of sentences Saying the same thing in a variety of interesting ways Increasing clarity by deleting unnecessary verbiage		
Paragraph Study		Continuing emphasis on writing a complete, unified, interesting paragraph Using direct narration effectively in paragraphs Increasing skills in proofreading Continuing study of good models Increasing the number of pupils who can write good stories of three or more paragraphs Continuing use of five step plan for paragraph writing on many occasions Review and strengthening of skills taught in Years Four & Five.		
Letter-Writing		Using real occasions for letter-writing Review and practice of all skills taught in Years Four & Five Writing a variety of business letters Writing informal notes Practising conventions and arrangement of letters through use		
Poetry		Recognizing a variety of poetry forms Writing in a variety of poetry forms		
Other		Writing creatively in a more disciplined sense Keeping a language notebook of revised efforts, aids to writing, new words learned, common spelling errors, models,etc. Contributing to joint writing efforts, e.g., school newspaper Writing simple drama Keeping a diary Writing outlines, reports, records Learning to paraphrase Writing simple editorials Writing letters to the editor		

SPEAKING

YEAR SIX

General Topic	Phase 21	Phase 22	Phase 23	Phase 24
Oral Communications		Developing climate for informal conversation Conversation in arranging activities and projects Practice in telephone conversation - definite training lessons Practice in introduction and greetings - definite training lessons Training in the art of social conversation Practice in the form of dramatization Receiving guests Leading a discussion group Story telling Conducting an interview Sharing poetry Choral speaking, role playing, puppetry Interpreting pictures, stories, music, art Good speaking posture and voice projection Practising acceptable forms of Oral English Preparing and presenting oral reports in many situations Memorizing and speaking suitable verses and prose passages Practice in more formal type of public speaking Evaluating the oral work of others Developing a naturalness in all speaking situations Debating - formal and informal Panel discussion Practice in discussion leading to decision-making Identifying constructive and destructive oral contributions in groups		
Social Courtesies		Developing ease and graciousness in social situations Making your "case" courteously and constructively Recognizing appropriate time and form for conversation & appropriate time for silence Practising conventions of introduction, greeting, apology, appreciation Practising conventions of interviewing Recognizing the courtesy of good voice projection Learning to listen in conversation Recognizing the role of nonverbal "feedback" in conversation Sharing the "floor" Simple rules for more formal conduct of meetings		

LISTENING

YEAR SIX

General Topic	Phase 21	Phase 22	Phase 23	Phase 24
Attentive Listening		Listening attentively in audience situations, conversation, discussion, programs, poetry, E.T.V.		
Informational Listening		Listening to gain information and follow directions		
Critical Listening		Listening for specific purposes; main idea, details, sequence, comparisons, relationships, implications, conclusions, outcome, evaluation		
Appreciative Listening		Developing awareness, sensitivity, and imagination through conversation, stories, poems, nonverbal sounds Recognizing humour and wit in conversation, stories, poems Deriving satisfaction from conversation, stories, poems		
Other		Searching for hidden meanings Making clear, brief notes Listening effectively to group discussions Making comparisons, seeing relationships, evaluating material Validating evidence Testing sources of information Developing sensitivity, awareness, imagination Recognizing humour and wit Deriving satisfaction and enjoyment from conversation, stories, poems Interpreting moods and tones Noting prejudices and biases in speakers Determining implications of material presented		

AIDS TO TEACHING

USING LITERATURE TO FOSTER

SPEAKING, LISTENING, READING, WRITING

ACTIVITIES
(for all phases)

1. Construct a miniature stage setting for one of the scenes in the story.
2. Make a poster to advertise the sale of the book.
3. Create a series of original illustrations for a story (this requires good judgment in selecting incidents to picture).
4. If a travel book has been read, have a pupil give an illustrated lecture, using post cards, photographs, slides or magazine pictures.
5. A historical book lends itself to the making of a colourful, pictorial time line or map.
6. Give a 'chalk talk' about a favourite book.
7. Create a colourful class mural on the blackboard, paper or cloth.
8. Design an original book jacket to attract other children to the book.
9. Make models of book characters, animals, or buildings from soap, clay, wood or plaster.
10. Construct a diorama representing a scene from a story.
11. Decorate a bulletin board with pictures of people laughing and include written incidents from humorous literature (or use pictures depicting fear, adventure, sadness, etc., depending on the book).
12. Attend movies based on books read (e.g., "Smoky", "Charlotte's Web", "Gentle Ben", "Robin Hood", etc.).
13. Plan a book fair in the school, especially during Book Week.
14. Make a miniature television set, and draw sequential scenes from the book on a 'roller' screen.
15. Illustrate the part of the story that was most vivid, exciting, humorous, interesting, frightening, thought-provoking, unbelievable, etc. Pupil must be ready to substantiate his reasons.
16. Is the story about the present, past or future? Make a drawing of something in the story to prove the answer.
17. Create a comic strip to illustrate part or parts of the story.
18. Make a picture summary of the story.
19. Make a 'talking' mural. Paint a large picture. Cut out holes for faces to look through. Become part of the 'picture' and dramatize an event in the book.
20. Write a book review for a class, school or town newspaper.
21. Write or tell the most humorous incident, the most exciting happening, or the part liked best.
22. Write a sequential synopsis of a story.
23. Write a letter to the librarian requesting that certain books be purchased, giving reasons why.
24. Write a letter to a friend or classmate to recommend a book.
25. Have a pupil add his own ending to a book, or make other changes that will affect the outcome of the story.
26. Have the child choose a favourite author, give a brief biography and tell about his books.

27. Think up new adventures or incidents to add to the book.
28. Write a ballad or poem describing a particular incident in the story.
29. Give an account of incidents which show the author's sense of humor, adventure, etc.
30. Give examples of exaggeration which the author has used. Why are they effective? Why did the author use them?
31. Choose what you feel are the author's best descriptive paragraphs. Give reasons why you think so.
32. Give an account of the major conflict in the story.
33. You are trying to "sell" this book to a friend. Write a report with the purpose of convincing your friend to read the book.
34. Pretend you are a ..... and write the story as you might see it happen.
35. Make an outline of the story.
36. Prepare a monologue from the story.
37. Write one or two good riddles about your story. Give hints about where others can find the answers.
38. Write a movie script for a good action story.
39. Children who have read the same story may dramatize parts for it.
40. Children may make a "movie" of a book, using any familiar mechanical device.
41. A pantomime cleverly acted out makes children curious about the story. They will read the book to find out more about it.
42. Stage a puppet or marionette show to illustrate a story.
43. Broadcast a book review to other classes over the school's sound system.
44. Prepare a book review to present to a more junior class.
45. Dress like a book character and describe the role played by that character within the context of the story.
46. Have a child read some parts orally to the class. These passages help improve the pupils' imagery.
47. Tell a story, or part of a story, to suitable musical accompaniment.
48. Plan a "living" book as a class project. Make a large frame and have a tableaux.
49. Write and produce a play about the magic of books.
50. A poetry parade gives children an opportunity to participate in dramatic activities. Each child is costumed to represent a person in a favourite poem.
51. The child can be a newspaper reporter telling a great new story; explain why everyone should read it.
52. Find and learn a song of the area in which the story took place.
53. Find new, unusual, interesting words and expressions to use in a resumé of the story.
54. Write in alphabetical order 20 new words found in the story.
55. Write in alphabetical order 10 words of a certain type that were found in the story ... mysterious words ... fantasy words ... happy words, etc.
56. Find words to describe a thing or activity.
    "said" _____ _____ _____ _____
    "asked" _____ _____ _____ _____
57. Find as many sound (.....,.....,.....) words as possible in the story. Make a dictionary for them.
58. Using information in a book he has read, a child may make a collection of things or assemble a scrapbook about a subject.

59. Have a child make an original reference book of facts from a non-fiction book.
60. Those who have read "How to Make" books may show step-by-step ways to make an object.
61. Have children who have read the same book each write a set of questions which he thinks readers should know.
62. Choose a particular topic from the story and research it.
63. Stating real reasons for liking or disliking a book requires critical thinking.
64. Compare one book similar to others of the same type.
65. Does the story leave you with a particular message or lesson? If so, give an explanation of the message which the story conveyed.
66. Comment on the author's literary techniques, giving specific examples.
67. Relate several instances which reveal the author's discernment of the nature of animals, people, places, emotions, etc.
68. Relate the means by which the author arouses and maintains suspense throughout the story.
69. Relate the incidents which show the author's love for and keen observation of wild life.
70. Relate the most dangerous circumstance described in the story. What would you have done in this situation?
71. Do you think this story was based on fact? Give a complete explanation.
72. Does the author arouse your sympathy, anger, etc., concerning a particular character or happening at any point in the story? If so, give an account of the incident explaining your feelings.
73. Compare your life to the life of the people in the story. How is yours the same? How is it different?
74. Why do you think the author wrote the book?
75. List any problems the characters in the book had. Tell the cause of the problem and tell how the problem was solved.
76. Would you have done everything the same as the main character in the story did? Explain your answer.
77. Tell what you learned about story writing.
78. Tell what you learned about living and getting along with others.
79. Have a child give a vivid description of an interesting character in the book.
80. Dress dolls made from paper, wire or rags as book characters. Show them with descriptions of the people they represent.
81. Write a character sketch on your favourite personality in the book.
82. Do you identify with any of the characters? If so, explain.
83. Write a letter to the main character of the book. Tell him what might have happened if he had acted in another way.
84. Choose one character you have read about in one story and one you know from another story. Plan a meeting between the two characters. Write the conversation as a play.
85. List five things you feel are true about the main character in the story. Then give proof from the story to support each of your opinions.
86. Tell why you would like/dislike to live next door to the main character in the story.
87. Plan a class visit to a book store or library to acquaint children with the new books there.

SOCIAL COURTESIES

A SUGGESTED GUIDE TO ACCEPTABLE PRACTICE

1. Introductions

The following general rules of introduction should be followed:

(a) Each person's name should be spoken plainly to avoid embarrassment to either party. It is not improper for either party to ask for names to be repeated if they are not understood at the time of introduction.

(b) In introducing two persons who are complete strangers, the person making the introduction should tactfully add some remark which may start a conversation.

(c) If the individual is obliged to introduce himself to another, he should be certain to tell his name and add some personal identifying remark.

(d) When introducing a relative, his or her last name should be given somewhere in the introduction.

(e) One of the following formulas will help the individual to master the form of introductions:

_____, this is _____.

_____, I'd like you to meet _____.

Usually the name of the person to be honoured is given first. Rules to be followed to decide who should be honoured are as follows:

(a) In introducing a man and a woman (or a boy and a girl), the name of the woman or girl should be given first.

(b) In introducing an older and a younger person, the name of the older person should be said first. If those being introduced are nearly the same age, either name may be given first.

(c) In introducing an individual to your class or club meeting, mention the class or group first.

2. Interviews

The specific objectives in the area of interviewing relate to attitudes and techniques.

Specific objectives related to attitude:

(a) Make an appointment in advance.

(b) The interviewer should be prompt, state directly what information is wanted, avoid wasting time on nonessentials and leave promptly.

(c) The importance of the person being interviewed suggests courtesy in address, tact in formulating questions and an expression of appreciation for a favour.

Specific objectives related to technique:

(a) Language techniques include listing the key points on which information is desired, formulating questions in a clear concise manner, listening attentively to avoid the necessity of repetition, and taking brief notes on key points of fact.

Discussion and dramatization generally provide the means of preparing children for interviewing. There are a number of general objectives to be focused on that do not relate precisely to attitude or technique.

General objectives:

(a) Preplanning the interview including researching the topic and the person to be interviewed.

(b) Allowing the individual who arranged the interview to introduce the subject and close the interview.

(c) Avoid trite opening statements.

(d) Stick to the topic.

(e) Developing sensitivity regarding the amount of time used.

(f) Knowing when an interview should be closed.

(g) Discovering appropriate times for making appointments.

3. Telephone Conversations

Specific objectives:

(a) Formulate the message or inquiry concisely before making the call.

(b) Give your name and state the purpose when making a call.

(c) Speak clearly and distinctly when using the telephone.

(d) Speech and language objectives include brevity, pointedness, speaking distinctly and slowly, and using a well-modulated tone of voice.

(e) Objectives in the area of technique include using the directory to find numbers, getting the operator, care of the instrument and its hygienic use, and making out-of-town calls.

Social objectives:

(a) Speak graciously as in a face to face conversation and know how to end a telephone call politely.

(b) Know and practise the following courtesies: the importance of returning calls, taking messages for others, avoiding placing calls at times inconvenient to the person called or monopolizing his time, and the necessity of asking permission to use someone else's telephone, finally to consider whether or not others might wish to use the same telephone.

ORAL COMMUNICATION

A SUGGESTED GUIDE TO ACCEPTABLE PRACTICE

1. Conversation

A program of instruction based upon the following principles should allow the children the opportunities to take part in conversation in many different forms in order that they may develop to the maximum of their abilities.

(a) Conversation is a two-way process between a listener and a speaker, who exchange ideas in turn.

(b) Conversation involves listening to the contributions of others and reacting to them.

(c) Conversation is not random talk but involves real interaction about a subject of mutual interest.

(d) Courtesy should prevail in the behaviour of the participants even though the conversation may be very informal.

(e) Good conversationalists have a responsibility to themselves and others to be truthful and considerate in their remarks.

(f) Good conversationalists at all times attempt to avoid aggressive or argumentative attitudes as conversation is supposed to be a friendly discussion, not a verbal battle.

The following common courtesies are deserving of special attention in conversation:

(a) Knowing how and when to interrupt the person talking.

(b) Knowing how to disagree with the speaker's statement.

(c) Avoiding completing the speaker's statement.

(d) Not being too demonstrative.

(e) Not monopolizing the conversation.

(f) Not whispering in the presence of others.

(g) Including all members of the group in one's remarks.

(h) Expressing likes and dislikes without offence.

(i) Avoiding being too personal.

(j) Avoiding hurtful topics.

(k) Speaking in a pleasant voice.

(l) Avoiding futile arguments.

(m) Knowing what to do when two people begin talking at the same time.

(n) Showing consideration for persons entering the group after conversation has started.

(o) Avoiding hurting the feelings of others.

(p) Not listening to conversations not meant for one.

(q) Not using unfamiliar language.

(r) Avoiding unusual mannerisms and affectations.

(s) Not repeating needlessly.

2. Discussion

Generally, pupils must learn to be courteous listeners and speakers. They must remember to allow others to speak, to respect the opinions of others, and to speak in such a way that all may hear. Discussions offer the teacher a chance to encourage timid and quiet students to join in conversation and to encourage talkative ones to defer to others in the group.

The following is a list of skills to be realized through discussion:

(a) Learning to stay on the topic.

(b) Working toward a suitable conclusion.

(c) Differentiating between thought and reason as opposed to verbal arguing.

(d) Making concise and worthwhile contributions supported by facts.

(e) Distinguishing between fact and opinion.

(f) Knowing the difference between relevant and irrelevant material.

3. Announcements

Specific objectives:

(a) The language must be properly organized and must be presented in terms which will be understood by the audience.

(b) Essential information related to who, when, where, why and how should be given.

(c) Specific attention must be paid to conciseness, clarity, articulation, moderate rate of speech and the manner in which the communication is made.

(d) The first one or two sentences should be short to allow for the speaker to get over his nervousness and to allow the audience to become accustomed to the speaker's voice.

(e) Save key information until total attention is held.

(f) Speak so that all may hear.

Methods:

These objectives can be practised through real situations. Children should be given opportunities to make announcements about programs, events, exhibitions, games, lost and found articles, rules and other subjects to their own classmates, to other classes, in assemblies, etc.

A LIST OF IDEAS FOR

CREATIVE WRITING

A writer needs more than anything else an audience and a critic if he is to keep going. He needs an audience to provide the motive power, the head of steam, and he needs the critic to spur him on to continuous improvement. It would appear then, that the main roles of a Language Arts teacher would be to motivate and then act the joint roles of audience and critic.

The three essentials of all good writing are content (he must have something worth saying), clarity (he must be able to say this something clearly so that he is understood with ease), correctness (he must be able to say it correctly so that the distracting gaucheries of language do not make the reader wince). However, if the student's writing is to take on some literary quality a fourth characteristic is also essential: impact. Creative literary writing must get the reader involved. It must appeal to him emotionally with an impact.

The student should leave the elementary grades with the firm conviction that, when he begins to write, he can write just what he wants to write, and he can write just as though he were talking. The main objective of elementary teachers in creative writing must be the development of this attitude.

The Creative Process in Creative Writing:

The phases of the creative process can be clearly discerned in creative writing.

These phases are:

1. The development of a sense of awareness of a problem which can best be solved through writing.

2. An unconscious gathering or assimilating of ideas gained by the writer through observation, experience, memory and imagination.

3. The spontaneous spark or fire that ignites the idea. He starts to write.

4. The student perfects, polishes, rewrites.

5. The product is shared with others, peers, parents, teachers. (May be done in a variety of ways)

The teacher of Creative Writing must provide motivation. He must stimulate the children with first hand or vicarious experiences which furnish a fund of ideas. A child will write "when he has something to say", and not, "when he has to say something". The teacher

then, must be the trigger that projects the child into the world of Creative Writing. The teacher who does not throw himself enthusiastically, heart and soul, into the task will be rewarded with a spiritless, souless product.

It is also the teacher's task to provide guidance as well as opportunity. A good teacher understands that helping students write creatively is a day-by-day process that requires more sympathetic understanding and guidance rather than formal lessons on grammar, sentence structure, and the mechanics of writing.

A Guide for Creative Writing:

Taken from Language Arts - Logan and Logan
Toward Improved Written Expression: Creative Writing

PROVIDE THE MOTIVATION

To guide creative writing successfully the teacher should be familiar with stimuli to creative writing. Prairies, weather, seasons, stars, night, birds, fish, stream, wheat fields, lakes, fire - any of these may stir a response in children. Any of the exciting experiences from real life, literature, or the imagination can serve to ignite the spark that results in creative writing.

PROVIDE FOR EXCHANGE OF IDEAS

Not all children are self-starters - some need to have a push. They need opportunities to get their ideas from others. They need time for the exchange of ideas, to talk, to think through before they are ready to write.

HELP CHILDREN EXPRESS IDEAS

Children may have ideas, but they need words to express them. Through vocabulary development children will be stimulated to find the exact word or phrase that fits the expression. To help children increase the pool of words from which they draw in writing, the teacher may:

1. Keep a list of colourful phrases and descriptive words in a file box.
2. Play word games in which children pantomime the meanings and shades of meanings of words.
3. Keep a list of shining words, and trite words.
4. List on a chart various categories of words such as colourful, gay, tranquil, sad, angry.
5. Describe common, every-day occurrences in interesting, exciting, and vivid ways.

ENCOURAGE NEW IDEAS

When a child expresses an idea in a unique way, he should be commended for it and the expression added to a big book of "Unique Ideas".

GUIDE THE WRITING	The teacher should circulate among the children and give them help and encouragement when they need it.
PROVIDE FOR SHARING THE WRITING	Sharing or publishing creative work stimulates some children to write both more frequently and with greater discrimination. Publishing the work of children in a mimeographed or printed form is an incentive to further writing.
EVALUATE THE CREATIVE WRITING	The teacher does not mark up the child's creative writing with red pencil. This does not preclude, however, a discussion with the child which leads him to make suggestions for improvement. Among the questions such a discussion may bring forth are: 1. Did you enjoy writing it? 2. Does it say what you wanted to say? 3. Is the content original? 4. Are you giving an old idea a new twist? 5. Has the writing imagery, comparison, rhythm? 6. What sensory appeals did you use? 7. Are there enough colourful and descriptive words? 8. Are there too many descriptive words so that the meaning is obscured? 9. Could you improve this if you wrote a second draft?

The following is an example of how one teacher applied these guidelines.

PROVIDE THE MOTIVATION	"Let's pretend that the whole class is suddenly transported to the pampas of Argentine. You have seen the pictures of the pampas, the gauchos or cowboys in the books on the library shelves. You remember the films, pictures, and exhibits of Argentine artifacts.
PROVIDE FOR EXCHANGE OF IDEAS	"Now close your eyes, and when you have a picture that you see clearly in your mind's eye, will you exchange ideas? Who has a starter for a cowboy adventure story? I'll write your ideas on the chalkboard." John: A cowboy was hunting stolen cattle and came upon the rustlers unaware. Susan: A cowboy was caught in a blizzard with his cattle and he rescued a baby calf from the wolves. Tom: A cowboy ... (As soon as the children finish sharing ideas they choose the one they want and start writing.)

HELP CHILDREN EXPRESS IDEAS AND ENCOURAGE NEW IDEAS

(Some children have difficulty in expressing the ideas, even when they get the basic thought for the story. When this happened the teacher continued in the following manner.) "How would you describe the great plains of the Argentine?"

Tom: The rich stretches of the pampas.

Mary: Grass flowing in the wind like a sea.

Susan: The mahogany faces of the cowboys from living with the wind and the sun.

Isabel: The easy way the gaucho rides his horse and the long, easy lope of the steed.

GUIDE THE WRITING

(During the writing, the teacher circulates among the students, giving a helpful word here, and encouraging smile there, helping the child observe, feel, imagine. She draws out his ideas, then helps him express them.)

"What a delightful sense of humour you have."
"You have a genius for invention."
"You are an artist with words."
"I like the way you are developing the story."
"Tell me what you want to say and maybe we can get it down on paper."
(The teacher continues to circulate among the children, encouraging, praising, suggesting.)

PROVIDE FOR SHARING

When the children finish their writing they drop it into the Treasure Chest in the writer's corner. Once a week it is opened and the stories are shared. At the end of a term the children compile their own anthology of creative writing, each child choosing what he considers to be his best work. It is mimeographed. The children might even have an "Author's Tea" when another grade, or the parents, are invited and the authors autograph their work.

TOPICS FOR CREATIVE WRITING

Serial Story: Read a story to the class and then have them create the next episode. Discuss various plots with them and designate certain children to carry on with the next episode for the following week.

Tall Tales: Read some "Tall Tales" to the children, e.g., "Paul Bunyan" or "And To Think I Saw It on Mulberry Street".

Sensory Experience: Auditory sounds fascinate children. Sounds are mysterious. Children love to listen to and express the sounds they hear. Let the children experiment with various sounds or procure a record of sounds. Listening to music is another excellent auditory "spur" to creative writing. Here the children may be led easily from oral reactions to written contributions about the music they hear. The music that will inspire creativity is plentiful. You might use some of the following:

Debussy	The Afternoon of a Faun, The Submerged Cathedral
Elgar	Pomp and Circumstance
Gershwin	Rhapsody in Blue
Goundod	Funeral March of a Marionette
Grieg	Ase's Death from Peer Gynt Suite
Grofe	Grand Canyon Suite
Haydn	The "Toy" Symphony, Andante from the "Surprise" Symphony
Herbert	March of the Toys
MacDowell	Woodland Sketches
Mendelssohn	Spring Song
Pierne	March of the Little Lead Soldiers
Poldini	The Waltzing Doll
Ponchielli	Dance of the Hours
Prokofief	Peter and the Wolf
Ravel	Pavan for a Dead Infanta
Rimsky-Korsakof	Scheherazade
Saint-Saens	Animals' Carnival, Danse Macabre
Schumann	Papillon, The Wild Horseman
Smetana	The Molda
Strauss	Pizzicato Polka, Blue Danube Waltz
Stravinsky	Firebird Suite
Tchaikovsky	Nutcracker Suite
Wagner	Ride of the Valkyries

Visual: A picture collection is a must for the teacher of Creative Writing. Children view a picture, discuss it; their responses may be written on the blackboard - then they write. A student's picture file might be used where they may go to select a picture. Interesting vocabulary and phrases might be provided on the reverse side of the picture. Questions that stimulate creative writing might be written clearly at the bottom of the picture. Action shots could be used to develop longer stories or novels that involve Plot, Setting, Characterization.

Kinesthetic: The teacher might provide a box and place certain objects inside of unusual shape or texture. The children reach inside and then write briefly upon his reaction to the touching experience.

Olfactory: Odours might be used to stimulate creative composition.

The Writer's Round Table

If you are teaching in groups the "Round Table Approach" is very effective. Interesting objects are placed before the class, (e.g. a boomerang) and discussed. Then one group meets at the Round Table with the teacher for further group discussion of the object.

Information, vocabulary, relevant phrases and material are discussed. Then the students write what they wish about the object. They may write an essay on the topic involving reference work in the library or a novel containing plot, setting, etc.

An exciting sentence or thought may trigger the creative chain reaction. You might use:

(1) "Did you see the giraffe loping down Central Avenue?" Jane asked, cool as a piece of ice.

(2) I would never have suggested she read the book if I had known the dreadful thing that would happen.

(3) Let me tell you how Barnaby got his picture on the front page of the evening edition.

(4) "It's a telegram!" yelled the small boy at the door.

(5) "Do you like adventure?" the advertisement read.

(6) Have you ever seen a one-armed ghost?

(7) Today, I don't want to sit down no matter how well-padded the chair.

(8) "But why three times?" I wonder.

(9) I remember well the day the man with the scar came to our house.

Even a concluding sentence may start the creative juices flowing:

(1) Now I knew why all of them had stared at me.

(2) That is why the clerk has gone to a mental hospital for treatment.

(3) Who wanted to go to Tokyo, anyway?

(4) "Drat those boys," he muttered, and went to bed.

(5) I suppose I'll never see the tattooed old sailor again.

Or the Just Supposing game (sometimes called the What-if game) may appeal to some students. Let your imagination run riot with no holds barred. Just Supposing:

(1) Advertisers told the truth.

(2) Women ran the country.

(3) Your time machine could take you back to 1492. (or any other date)

(4) You could foretell the future.

(5) Alice Cooper or Reggie Jackson or Bobby Orr visited your school.

(6) A popular singer ran for parliament.

(7) Your dog could talk.

(8) You could fly to Mars.

(9) Someone organized a Students' Rights Party.

(10) The colour of red were forbidden because it stirred people to anger and revolt.

(11) The steering wheel on your car came loose from its moorings.

(12) The students operated the school for a day.

(13) Teenagers were allowed to rule the country.

(14) You went home from school and your house had disappeared.

(15) All the signs in your city were switched around by a prankster.

(16) All people in the world woke up twelve feet tall one morning.

(17) People could see through solid objects.

(18) Knowledge could be taken in the form of pills or injections.

(19) Spring decided not to return after winter.

(20) Death took a holiday.

(21) You wrote a song that appeared at the top of the hit parade.

(22) You fell asleep in class.

Or some students with a historical bent may be stirred by the playacting game:

(1) You were in charge of the ship's log on Drake's "Golden Hind".

(2) You were a lab assistant to Dr. Banting.

(3) You were a court reporter at the trial of Louis Riel.

(4) You were an apprentice actor in Shakespeare's Company.

(5) You were a nurse during the San Francisco earthquake.

(6) You were bugle boy to Wolfe at Quebec.

(7) You were a lady-in-waiting to Queen Elizabeth the First.

(8) You are a bodyguard to a Mafia gangster.

etc., etc.

EXERCISES IN NOSTALGIA

You have just paid a visit to a place or a person after a lapse of serveral years. Involve the reader in your reactions to the place or person. Remember that details are what capture the reader. Tell what has changed, what has stayed the same.

(1) Your old school
(2) Your old home
(3) The village from which you came
(4) Your grandfather
(5) Your former schoolmate
(6) A battlefield
(7) The old swimming hole
(8) A former teacher
(9) A cemetery
(10) The corner drugstore

THE FIRST TIME

You are a visitor from another planet. Describe your reactions upon first seeing:

(1) A giraffe
(2) A television set
(3) A high-school dance
(4) A skyscraper
(5) A hot dog
(6) A bridge game
(7) A hockey game
(8) A roller coaster
(9) A rose or a tulip
(10) A helicopter
(11) A wheel
(12) A book
(13) A circus
(14) A symphony orchestra

CLASS LIBRARY BOOKS

A teacher can take advantage of a student's desire to have his writing appreciated by others by starting a class library of student-written books.

Each student contributes to the books. Each student writes and then rewrites, before his work is accepted in the class Hall of Fame. The finished stories or essays or poems, suitably indexed, are enshrined in hard covers, suitably decorated. The books are catalogued and placed in a class library with a borrowing card slipped into an envelope pasted inside the back cover. They may then be borrowed by the students either to read during school hours, or to take home for reading either by themselves or their parents.

Ideas for such a book are numerous as shells on a seashore. Here are a few:

1. A Sports Hall of Fame: Each student chooses a figure from the sports world, and writes a brief and lively biography. He may use photographs to enhance his story. However, remember that your aim is to foster writing. Do not let the books become mere scrapbooks. Arrange the heroes in alphabetical order, or arrange them by types of sports. This book can be added to by other classes in succeeding years until keeping the book current becomes a class tradition.

2. Famous Dates Books: Each student chooses a day of the year, perhaps his birthday, and relates what happened on that day during various years in the past.

   The student, after doing some research about some of these events, may then write a connected essay with one event to a paragraph. The essays of all students should be arranged in alphabetical order and bound in the "Famous Dates Book" for your library.

   Several volumes list events of the day of the year on which they occurred:

   - Dictionary of Dates, by Helen Rex Keller, MacMillan (1934)
   - Baxter Dictionary of Dates & Events, edited by Mark Napier (1936), Baxter Publishing Company, Toronto, London, New York
   - When Did it Happen?, Ives Washburn, Inc., New York, (1957)
   - Anniversaries and Holidays, by Mary E. Hazelton, American Library Association, Chicago, (1944)

3. Stories Behind the Songs We Sing: Each student delves into the origin of a song, and then writes the story. The following songs have interesting stories behind them: The Marseillaise, Huron Christmas Carol, John Brown's Body, O Susanna, The Blue Danube, Yankee Doodle, Joshua Fit the Battle of Jericho, Silent Night, Little Boy Blue. There are many others from which to choose.

4. Book of Famous Women: Florence Nightingale, Marie Curie, Elizabeth I, Elizabeth II, Mary Queen of Scots, Queen Victoria, Boadicea, Pocahontas, Edith Cavell, Harriet Beecher Stowe, Pauline Johnson, Laura Secord, Cleopatra, Mata Hari, Emily Bronte, Marie Antoinette, Catherine the Great, Sarah Bernhardt, Margaret Trudeau.

5. Origins Book: Stories behind words or names of places: guillotine, sandwich, San Francisco, Vancouver ...

6. Liars' Book: Tall tales of the Paul Bunyan, Baron-Munchausen type.

7. Rogues' Gallery: Blackbeard the Pirate, Lizzie Borden, Hitler, Dillinger, Caligula, Nero, the Borgias, Rasputin, Dick Turpin, Al Capone, Billy the Kid, the witch in "Hansel and Gretel" ...

8. Our Family Tree: Each student invents his own family tree, filling it with heroes or scoundrels, perhaps a few of each.

9. Handyman's Guide: How to finish off old furniture, repair tires, make drapes, solder pans, paint Easter eggs, embroider, re-bind books, grow roses, lay a patio, build a rock garden, make a bookshelf ...

10. Hours of the Day and Months of the Year: Each student chooses a separate hour or a separate month and writes an essay or a story or a poem dedicated to the hour or the month chosen.

11. Poetry Book, Book of Ballads, Book of Limericks, Book of Haikus

12. Book of Proverbs: Each student writes a story illustrating a proverb.

13. Famous Ships of History: The Bounty, the Golden Hind, the Lusitania, the Mayflower, the Titanic, the Kon-Tiki, Nelson's Victory, the Viking ships, the Bluenose, the Bismarck...

14. Diaries of Famous Men: Students write an imaginary diary covering a day or a week in the life of a well-known man from the past. They can add a fillip by imagining how such a diary has come to light.

15. Places I Would Like to Visit: The Everglades, the Plains of Abraham, Edinburgh Castle, Blarney Stone, Niagara Falls, the White House, Taj Mahal, the Great Wall of China, Angkor Wat, Disneyland, Carcassonne, Shakespeare's birth place, Disneyworld, Ontario Science Centre ...

16. Science Fiction Book: Stories by modern Jules Vernes, although fiction now has difficulty keeping up with the everyday discoveries of science.

17. Book of Practical Jokes: Each student tells a story involving a prank.

18. You Are There!: Events and stories from the past are told as twentieth-century journalists might tell them. "The Rime of the Ancient Mariner" now bears the title, "Eccentric Sailor Holds up Wedding." The story matches the heading:

> Last Tuesday evening within sight of St. Albatross Church, Eben Neckpiece, a stranger dressed in sea-faring garb, stopped three men on their way to a wedding .....

19. Book of Myths and Legends: The Flying Dutchman, Pluto, Cyclops, the Abominable Snowman, Ogopogo, the Loch Ness Monster, Orpheus, flying saucers, Thor, The Qu'Appelle Valley, the angels of Mons, the Pied Piper, Pygmalion and Galatea, the Other Wise Man, Rip van Winkle, Santa Claus ...

20. Book of Ghost Stories: The teacher will have to work hard here to get a measure of originality.

21. Biography Book: Each student writes a biography of a famous man as though it were an autobiography.

I was born in Ulm, Germany, but my family never seemed to remain long in one place. I lived in Munich and Milan before going to school in Switzerland.

As a boy, I had a great curiosity about how things worked. I was always asking "Why?" until I must have become a bit of a nuisance ...

Interest can be added to these biographies by hiding the name of the subject until the end and allowing the other students to guess. (The passage above is about Albert Einstein.)

22. Famous Encounters: These may be real (Annie Oakley meets Buffalo Bill) or fictional (Tom Sawyer meets Anne of Green Gables) or a sort of unchronological mixture of fiction and and reality (Queen Elizabeth I meets Queen Elizabeth II; Cleopatra meets Elizabeth Taylor).

Remember the key ingredient in a successful creative writing programme is an enthusiastic and understanding teacher. If you go in without a soul your students will produce a dead souless product.

LANGUAGE NOTEBOOKS

"Among the things for which we should always be grateful is the English language. It is a thing not only of beauty but of force and passion. It is the genius of our civilization. In its purest state it is a simple language with tremendous muscle and pliability, and it can encompass anything real or imaginary. No man ever had a thought that the English language could not express and share intimately with English and American people." - Brooks Atkinson, in New York Times.

The language notebook appears to be the Cinderella among records kept by children in our schools. Their social studies notebooks are frequently the best and most extensive. Occasionally, outstanding notebooks in science are made. With suitable motivation, the language notebook can be made just as valuable and interesting as any other one. And - more to the point - careful, thoughtful work in the subject of language will help to produce better records in the other fields of learning.

English is the core subject of the elementary school programme. The work in language deserves more attention and thorough study. There is considerable evidence of confusion in both teaching and learning in this important area.

The following suggestions are advanced in the hope that they may assist toward more coherent and effective work in language. They should be interpreted according to the grade level at which they are used.

The language notebook should be a record of learnings, - a reference book, - not merely an exercise book. The material in it should be arranged in orderly fashion. It should be systematic and functional. Every page should be as attractive as the individual child can make it, showing thought in spacing and arrangement, and constant care in writing. Whenever the book is examined in detail by the teacher, neatly written comments of a positive, encouraging nature should be made.

Group discussion should precede or accompany all jobs done in the book. Unless the notes are purposeful and meaningful to the children, lack of interest and consequent unsatisfactory learning are the result.

Pagination	The pages can be numbered in a neat uniform manner.
Title Page	A suitable, attractive title page can be made, worked out by the individual child or by the class. This can be correlated with art.
Foreword	In this can be outlined the purpose of the language notebook, and some reminders listed for use during the whole year in building the book.

Table of Contents

This may grow as the book grows. To aid them in making this, the children might well study the table of contents of their texts in reading.

Index

A growing index may be made at the back of the book.

Word Studies

These are important in every grade. There may be a page or two for -

(1) words misspelled in written language
(2) words mispronounced in oral language
(3) grammatical errors to be corrected
(4) "My (or Our) Growing Vocabulary"
(5) lists of simple, effective, colourful words
(6) overworked words, and words incorrectly used, e.g., contact (as a verb), get and got, fine, nice, all right, awful, sure, swell, grand, good, big, definitely; these may be listed as they are encountered, and suitable substitutes worked out.
(7) synonyms, etc.

Sentence

Here are a few ideas:

(1) A collection of "The Best Sentences I have Written" may be made.
(2) Examples of sentences before and after improvement may be listed.
(3) Examples of excellent sentences chosen from the children's reading may be included.
(4) There may be examples to illustrate
    (a) variety in the form of sentences
    (b) strength and power in sentences
    (c) kinds of sentences.

Clippings

These should be neatly cut and pasted. They may include examples of good paragraphs, stories, etc. They may be used as bases for discussions, reports, abstracts, etc. Many subjects can be correlated here. Some clippings may be chosen under the heading, "Poems I Like".

Letters

These should be actual letters received or written.

Maps

These may be used to illustrate travel stories, etc.

Diagrams

These may be used to record key ideas in composition and in grammar, and to illustrate explanations, plans and stories, etc.

Compositions

This section may well include -

(1) Fine copies of "Compositions I Have Written"
(2) a list of titles of "Compositions I Have Written"
(3) a list of "Talks I Have Given"
(4) composition rules and standards
(5) copies of plans for composition work
(6) a list of good topics for composition, oral and written

Pictures

(1) Pictures are used in social studies and science notebooks. They can be used effectively in language books also.
(2) They may be clipped and pasted in neatly, or drawn.
(3) They may be used to illustrate stories, descriptions, directions, and explanations written by the children or selected as models.
(4) They may be used to decorate title page, foreword, and sectional headings in the notebook.
(5) Pictures of people who write well and speak well may prove of value.
(6) Some pictures are useful as bases for narratives, caption writing, and title making.
(7) Children often wish to include some pictures that they especially like for one reason or another.
(8) Every picture should serve a purpose; no others should be put into the book.

Books

This section of the notebook may include a list of books the child has read, brief book reviews, comments on books, and plans for reading.

Correct Usage

There may be a section on rules for correct usage with illustrative examples.

Quotations, Mottos, etc.

These may be printed or written, and outlined so as to stand out on the page. Frequently, a part of a page, left unfilled, may be used to record a quotation or motto that will serve as a constant reminder of some salient point in language.

Evaluation

(1) Language notebooks may be evaluated, and credit given for them on the term's work.
(2) A committee of children may be chosen to examine all notebooks, choose some according to standards, and prepare an exhibit of them.

TEACHER SELF-EVALUATION

Teacher Self-Evaluation of Usage and Skills Instruction

1. Does the child's language meet his needs and fit satisfactorily into the social setting in which he operates?

2. Does the program provide valuable and meaningful experiences, vital to the child, for the use of oral and written language?

3. Is the child motivated to improve his use of language?

4. Have the children learned to analyse their own strengths and weaknesses without feelings of guilt or embarrassment?

5. Can the child organize thoughts into well-structured language in oral and written situations?

6. Does the child know the basic structure of the English language and the relation of that structure to oral and written sentences, paragraphs, stories, etc.?

7. Has the child developed a conscience which makes him strive to recognize the importance of proper grammatical forms, spelling, punctuation and correct usage?

8. Have the children been guided to formulate proper standards of language performance for themselves?

9. Has the teacher developed a detailed and systematic way of recording a child's progress in oral and written language usage?

10. Has an attempt been made to build the program from an analysis of the child's daily output in language?

11. Are proper usage and skills taught as the best means to effective oral and written communication?

12. Has the major emphasis been placed upon the improvement of skills through use, rather than upon knowledge about the language itself and attention to restrictive rules?

13. Has grammar been taught primarily to enable growth in speech forms and manners, growth in the conventions of writing, and growth in the discrimination of appropriate word usage?

14. Has the child developed habits of using appropriate references to enhance the effectiveness of his language output? e.g., dictionaries, spelling lists, Thesaurus, authorities in usage, etc.

Teacher Self Evaluation of Creative Writing Instruction

1. Do I provide a climate for creative expression?

2. Do I recognize each child's need for creative expression in writing?

3. Do I allow freedom to create while at the same time provide the needed tools and techniques when the child requests them?

4. Do I provide time, encouragement, and opportunity for children to experience, discuss, and create through written expression?

5. Do I help each child establish a purpose for writing?

6. Do I share the child's enthusiasm when he brings me some of his writing?

7. Do I understand the difference between guiding creative writing and teaching the techniques of composition?

8. Do I point the way toward improving the writer's craft without destroying his creativity?

9. Do I help each child develop his own style of writing?

10. Do I allow children to become their own critics?

11. Do I occasionally share some of my own creative writing with them?

12. Do I make provision for sharing and publishing the work of children who are ready for this experience?

13. Do I tread a fine line between giving needed encouragement, recognition, and praise for the child to continue his creative efforts, and offering subtle suggestions and techniques for improvement to enable him to raise his sights in harmony with his growing needs and abilities?

Teacher Self Evaluation of Expository Writing Instruction

Do I implement the goals of written expression by stimulating in children:

1. a desire to write and recognize the value of writing for clarifying one's own ideas, for sharing news with distant friends and relatives, for carrying on business or making plans at long range, for sharing, recording, and preserving facts, ideas, and experiences, and for exchanging messages and social courtesies?

2. careful observation, alert listening, sincere feeling, and clear thinking as essential elements in good writing?

3. skill in preplanning and critical thinking as means to selecting and ordering ideas, information, or experiences in logical or chronological order or in storytelling for the sake of suspense and interest?

4. skill in letter writing for practical purposes with attention to content, form, and manner of expression appropriate for the intended purpose, recipient, or occasion?

5. power to think clearly and logically, differentiating main from subordinate ideas, and mastery of the skills needed to make them clear to others?

6. a sense of personal integrity in writing and a willingness to stand by what they have said?

7. curiosity about words, their origins, their multiple meanings, their varied forms, and their relation to reality as a means of avoiding mere verbalism or semantic misinterpretations?

8. an interest in the use of fresh, concrete and pictorial words to convey ideas?

9. mastery of sentence sense and a feeling for variety in sentence order together with an understanding of the capitalization and punctuation related to the sentence?

10. understanding of the paragraph as an organized unit of thought and ability to use it effectively?

11. facility in handwriting and accuracy in spelling, capitalization and punctuation for making their ideas clear to others?

12. appreciation of the qualities of successful writing through attention to the improvement of a few elements at a time?

13. a sense of responsibility for self-evaluation and proofreading, organization and form before submitting it for group or teacher evaluation?

Teacher Self-Evaluation of Speaking Instruction

1. Do the children converse intelligently?
2. Do the children orally share experiences?
3. Do the children express their experiences well?
4. Do the children respond actively to another's conversation?
5. Do the children speak courteously and effectively on the telephone?
6. Do the children begin and end a telephone conversation properly?
7. Do the children gain specific information from interviews?
8. Do the children participate in social situations with ease?
9. Are the children considerate of guests?
10. Are the children's speeches entertaining, informative, stimulating, convincing?
11. Can the children collect and arrange material for a talk?
12. Are the children cooperative in informal group discussion?
13. Are the children able to evaluate what has been said and form an opinion based on that evaluation?
14. Do the children participate constructively in formal group discussions?
15. Do the children know the various discussion techniques available and use the one that best serves a specific purpose?
16. Has each child had the opportunity to be a discussion leader?
17. Can the children converse with peers and adults about a variety of topics?
18. Are the children cooperative, social members of the group, who consider others and make them feel at ease?
19. Have the children learned simple rules of order in oral communication situations?

Teacher Self-Evaluation of Listening Instruction

1. Do I understand the factors that influence listening?
2. Do I provide a classroom climate which fosters good listening habits?
3. Do I provide opportunities for the development of a wide variety of listening skills by the use of records, films, tapes, radio programs, E.T.V. and small group discussions?
4. Do I plan as carefully to help children learn to listen for various purposes as I do to help them learn to read for various purposes?
5. Do I initiate activities for various purposes for listening in terms of the interests, abilities, and needs of the children?
6. Do I listen to children as courteously as I should?
7. Do I get the attention of everyone before I start speaking?
8. Do I teach the children to be courteous listeners at all times by involving them in setting standards for listening?
9. Do I develop a balanced program in which listening skills are taught consistently and practised through such specific activities as: listening to evaluate an idea or point of view, listening for directions, listening for main and subordinate ideas, listening for enjoyment, listening to appreciate poetry, prose, and music, listening courteously to communicate and engage in conversation, listening to learn to discriminate sounds?
10. Do I keep in mind that children spend more time in listening than in any other communication skills?
11. Do I make some attempt to evaluate an individual child's progress in developing listening skills?

Teacher Self-Evaluation of Instruction in Written Language

In considering evaluation of written expression, it is necessary to focus on evaluation of both creative writing and expository writing. Each must be evaluated in terms of the purpose of the writing. The purpose of creative writing is artistic self-expression. Expository writing is concerned with functional communication. It is utilitarian and practical. It is a service-type writing which grows out of individual and group needs.

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2. The publication, Ideas in English, London Public School Principals' Association, was a valuable source of information. Many ideas have been adapted from it.

3. Developing Language Skills - grades 4, 5, 6 by G. E. Potts et al provided a valuable structure for the Language Usage and Skills sections.

4. P1J1 Curriculum Guidelines has been used and adapted in much of this guideline.

5. Reference has been made to the Programme of Studies, Ontario Ministry of Education, 1961.

Useful Reference Texts

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2. Language Arts in the Elementary School, Trauger, McGraw Hill, 1963.

3. The Language Arts in the Elementary School, Strickland, D.C. Heath, 1957.

4. Children and the Language Arts, Herrick and Jacobs, Prentice Hall, 1955.

5. Accountability and the Teaching of English, NCTE Commission on English Curriculum, 1971.

6. Teaching in the Language Arts, Dollman, Brown Publishers, 1968.

7. Creative Communication - Teaching the Language Arts, Logan, Logan, Paterson, McGraw Hill, 1972.

   Note: This book is an excellent, practical up-to-date text which would be an excellent resource in implementing these guidelines.

8. The Creative Teacher of Language, McGraw Hill, 1965.

9. Developing Communication Skills - A Guide for the Classroom Teacher, Louise Binder Scott, McGraw Hill, 1971.

10. Easy in English, Maureen Applegate, Row Peterson, 1960.

11. Are You Listening? Ralph G. Nichols, Leonard Stevens, McGraw Hill, 1957.